DOCUMENT RESUME

ED 223 522 SO 014 414

TITLE	People Through the Ages. Social Studies Interim Grade Guide for Grade Eight.
INSTITUTION	Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
REPORT NO	ISBN-0-86497-089-7
PUB DATE	82
NOTE	66p.; Some pages may be marginally legible due to bleeding through of print type.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Ancient History; Communism; Curriculum Guides; Developed Nations; Developing Nations; Educational Objectives; European History; Global Approach; Grade 8; *History Instruction; Junior High Schools; Learning Activities; Modern History; Resource Materials; *Social Studies; Teaching Methods; Units of Study; *Western Civilization; *World History
IDENTIFIERS	Reformation (Historical Period); Renaissance

ABSTRACT

Supplementary units of study help eighth graders in Manitoba explore the ways people lived within selected societies of the past and realize that life today is closely related to developments which have occurred through the ages. Units and subtopics are: (1) Life during Prehistoric and Early Historic Times--prehistoric times, life in early river valleys; (2) Ancient Civilizations--Greek, Roman, Mayan, Inca, Aztec, African, Indian, Chinese; (3) Life in Early Modern Europe--feudal society, Renaissance, Reformation; (4) Life in the Modern World--Western industrial society, communist country, developing nations. Each unit subtopic contains objectives, teaching strategies, learning activities, and discussion questions. Students interpret photographs, do special research projects, prepare time lines, prepare a newspaper from an early river civilization, read and discuss textbook selections, and view media. An annotated listing of teacher and student print and nonprint resources for each unit is included. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED223522

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. M. Cosens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE EIGHT

PEOPLE THROUGH THE AGES

SP014414

DEPARTMENT OF EDUCATION

PROVINCE OF MANITOBA

1982

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1982-83 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM. RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING STRATEGIES, RESOURCE MATERIALS, AND IMPLEMENTATION.

ACKNOWLEDGEMENTS

The Department would like to thank members of the Middle Years 5-9 Social Studies Task Group and the Social Studies K-12 Working Party, whose names are listed in the 1981 Social Studies K-12 Interim Guide. The contributions of the following teachers who piloted the grade eight program also are appreciated greatly.

Bert Friesen, Golden Gate Junior High School, St. James-Assiniboia School Division #2

Marilyn Mackay, John Pritchard School, River East School Division #9

David Milette, Ecole St. Adolphe, Seine River School Division #14

Brian Osborne, John Henderson Junior High School, River East School Division #9

Gordon Rankmore, Leaf Rapids Education Centre, Leaf Rapids School District #2460

Ray Smith, Killarney School, Turtle Mountain School Division #44

Anne Stadnyk, Alexander Ross School, St. James-Assiniboia School Division #2

The Department would also like to thank the following individuals for their contributions to the development of this program.

Vienna Badiuk, Winnipeg, Manitoba

Diane Common, University of Manitoba

Wayne Cowan, Bernie Wolfe Community School, Transcona-Springfield School Division #12

David Lerner, Dieppe School, Assiniboine South School Division #3

Marilyn Mackay, John Pritchard School, River East School Division #9

Brian Osborne, John Henderson Junior High School, River East School Division #9

Ken Osborne, University of Manitoba

ISBN 0-86497-089-7

Anne Stadnyk, Alexander Ross School, St. James-Assiniboia School Division #2

Diane Cooley, Curriculum Consultant, Native Education Branch, Department of Education

John Lohrenz, Curriculum Development Consultant, Department of Education

THE SOCIAL STUDIES PROGRAM

This outline for the grade eight social studies program is an interim guide that is available for use in the 1982-83 school year, and is subject to revision on the basis of information received from schools during that period. It is expected that modifications will not be made in the design of the program. Rather, changes may be made in areas concerning implementation, teaching strategies, and resource materials. Teachers are encouraged to forward suggestions for the improvement of this guide to the Manitoba Department of Education, Curriculum Development Branch, 409-1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3.

Level I, II, III Documents

Curriculum guides are produced in three different formats, referred to as Level I, II, or III documents. In some subjects/courses, Levels I and II are combined into a single document (e.g., Mathematics K-6), while for others separate documents have been developed (e.g., Language Arts, Social Studies). The documents are defined as follows:

Level I: a Level I document serves to identify the minimum program expectations for a given subject or course and consists primarily of a rationale, statement of goals, teaching objectives, and expectations. These statements, approved by the Minister of Education, constitute provincial policy and the teaching of the objectives identified is mandatory.

Level II: a Level II document is composed of a support material which expands the program beyond the minimum expectations identified in Level I. This expansion involves the development of recommended additional support material and includes exemplary strategies or techniques but their use is not mandatory.

Level III: a Level III document provides a detailed instructional package that supports the implementation of a specific program and is normally developed where no suitable commercially produced material is available.

Status of This Guide

This guide is a Level II document. It should be used in conjunction with the Social Studies K-12 Level I document which contains the philosophy, rationale, goals and objectives of the overall program. Topic objectives for grade eight social studies will be contained in the Level I and Level II documents, and their teaching is required. Teaching strategies and learning activities, which parallel both topic objectives and focusing questions, are suggestions only and are intended to be used at the teacher's discretion. It is not intended that all the activities suggested be attempted. Teachers should select those activities they deem to be appropriate, or develop their own activities.

Individual Grade Guides

Individual grade guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies, Learning Activities and Questions

The overview statements that introduce each grade and its units are intended to outline the directions of the program. More specific focusing questions, with related objectives and teaching strategies, are included with each topic to guide inquiry.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Textbooks

Where basic textual materials have been approved for a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Adoption and Implementation

A clear distinction has been made between curriculum adoption--the formal introduction of the curriculum guide, initial purchase of materials, and orientation sessions, and curriculum implementation--a longer period of planned and active implementation characterized by measurable differences in classroom practices and student behaviour.

In order to provide as much flexibility as possible for schools/school divisions to introduce the new program, the following schedule of adoption has been set up for the introduction of the overall, revised K-12 Social Studies program:

	Adoption To Be Completed By
Social Studies K-9	1984-85 school year
Social Studies 10-11	1985-86 school year
Social Studies 12 (option)	1986-87 school year

A similar pattern has been established for English Language Arts. The final decision regarding the precise pattern of adoption, within the above framework, is a school division/district responsibility.

An overall implementation strategy should be expected to continue over a longer period, will vary from one curriculum area to another, and will need to be adapted to local requirements. It should serve, moreover, to marshall resources and focus in-service planning at school, divisional and Departmental levels.

Recommended Time Allotment

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual grades, subjects, and courses (Level I) and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. Because instructional arrangements and student needs vary, time allotments are presented by the Department of Education as recommendations, and the responsibility for applying them rests at the local level. The only exception is in grades 10-12 where a minimum amount of time is specified for the earning of a credit. All schools/school divisions are expected to ensure that sufficient time is allocated to provide for the adequate development of the objectives of individual programs.

The recommended weekly time allotment for social studies programs 7-9 is 175 minutes.

CONTENTS

GRADE EIGHT OVERVIEW 1

UNIT I: LIFE DURING PREHISTORIC AND EARLY HISTORIC TIMES 3

TOPICS AND FOCUSING QUESTIONS 3

TOPIC 1: LIFE IN PREHISTORIC TIMES 3

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

TOPIC 2: LIFE IN EARLY RIVER VALLEYS: NILE AND/OR MESOPOTAMIA 9

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

UNIT II: ANCIENT CIVILIZATIONS 13

TOPICS AND FOCUSING QUESTIONS 13

TOPIC 1: LIFE IN AN ANCIENT EUROPEAN CIVILIZATION: GREEK OR ROMAN
TOPIC 2: LIFE IN AN ANCIENT CENTRAL/SOUTH AMERICAN CIVILIZATION: MAYAN, INCAN, OR AZTEC
TOPIC 3: LIFE IN AN ANCIENT AFRICAN, INDIAN OR CHINESE CIVILIZATION 14

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

UNIT III: LIFE IN EARLY MODERN EUROPE 21

TOPICS AND FOCUSING QUESTIONS 21

TOPIC 1: LIFE IN A FEUDAL SOCIETY 21

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

TOPIC 2: LIFE IN THE RENAISSANCE ERA 25

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

TOPIC 3: LIFE IN THE REFORMATION ERA 28

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

UNIT IV: LIFE IN THE MODERN WORLD 31

TOPICS AND FOCUSING QUESTIONS 31

TOPIC 1: LIFE IN A CONTEMPORARY WESTERN INDUSTRIAL SOCIETY (FIRST WORLD) 32

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

TOPIC 2: LIFE IN A CONTEMPORARY COMMUNIST COUNTRY (SECOND WORLD). 36

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

TOPIC 3: LIFE IN A CONTEMPORARY DEVELOPING SOCIETY (THIRD WORLD) 39

Objectives
Suggested Teaching Strategies, Learning Activities and Questions

SUGGESTED LEARNING RESOURCES 47

x

PEOPLE THROUGH THE AGES

GRADE EIGHT OVERVIEW

This course is designed to help students explore the ways that people lived within selected societies of the past and to realize that life today is closely related to developments which have occurred through the ages. Questions such as "How did people live?", "How does that way of life compare with our own?", "What developments in previous societies are still evident in present day societies?" should receive emphasis. Students should be made aware that all societies have not developed or changed at the same rate or to the same degree.

As in the grade seven course, this course also uses as its organizing concept, the Spaceship Earth. However, in grade eight students examine how people have lived in various compartments of the spaceship at different times throughout history. The intent is not to examine 3000 years of history but to encourage students to compare a wide variety of ways of life of the past and present so that they might examine contemporary life against a range of alternative possibilities.

The study has been divided into the following units:

Unit I - Life During Prehistoric and Early Historic Times (Suggested time: 4 weeks)

Unit II - Ancient Civilizations (Suggested time: 8 weeks)

Unit III - Life in Early Modern Europe (Suggested time: 8 weeks)

Unit IV - Life in the Modern World (Suggested time: 8 weeks)

The course begins with an examination of life during prehistoric and early historic times and continues the examination in one of the early river civilizations, either the Nile or Mesopotamia. Then, a study is undertaken of life in ancient civilizations: Greek or Roman; Mayan, Incan or Aztec; African, Indian or Chinese. Throughout the study, references are also made to the way of life of one's own society.

Following this, students examine how life was shaped and changed by several significant developments in early modern Europe that have had an impact on societies of today. These developments are feudalism, the Renaissance, and the Reformation.

The grade eight course concludes with an examination of how people live in a contemporary western industrial society (First World); in a contemporary communist society (Second World); and in a contemporary developing society (Third World).

The major purpose of the program is to help students explore and better understand the following ideas:

- How people meet their survival needs; e.g., for food, shelter, clothing, health, and security.

- How people interact with their physical environment; e.g., how they are affected by climate, by resources (or lack of same), by landforms; at the same time, how people affect these geographic elements and/or cope with them.

- How people interact with others; e.g., through the family or kinship group, through social organizations.

- How people run their affairs; e.g., how they govern themselves, both at a very local level (a tribe or a village) and at a larger-scale level (e.g., country).

- How people go beyond their survival needs to secure a degree of comfort and ease.

- How people satisfy their non-material needs; e.g., their needs for entertainment and recreation--their music, art, and literature.

- How people explain and interpret the world, their sense of right and wrong, of acceptable and unacceptable behaviour; e.g., people's values and beliefs.

Students will likely understand and appreciate the course better if they examine the following questions before commencing Unit I.

i. What is history?...prehistory?...social studies?
ii. Why study history?...prehistory?...social studies?
iii. How is history recorded?...prehistory?

Teaching strategies, learning activities and questions which would enable students to examine these concepts are developed in Topic I of Unit I.

UNIT I LIFE DURING PREHISTORIC AND EARLY HISTORIC TIMES

UNIT I OVERVIEW

The intent of this unit is to provide students with an opportunity to explore the ways people lived during prehistoric and early historic times.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Life in Prehistoric Times

   - What is the difference between prehistory and history?
   - How do we become informed about prehistory?...history?
   - How did the people in prehistoric times meet such basic survival needs as food, shelter, clothing and protection?
   - To what extent was the way of life influenced by the physical environment?
   - What challenges threatened the survival of the people and how were these met?
   - How did these people communicate with one another?
   - What changes are evident from early prehistoric to the later prehistoric times?
   - Are there cultural groups in today's world who live the way stone age people of thousands of years ago lived?

2. Life in Early River Valleys: Nile and/or Mesopotamia

   - What characterizes a "civilization"?
   - What are some significant changes between life in prehistoric times and life in early river valleys?...similarities?
   - How was this society organized (e.g., leadership, composition of social groups, extended family, clans, tribes, etc.)?
   - What innovations allowed these people to alter, simplify, or ease their way of life?
   - How did these people satisfy their non-material needs (e.g., entertainment, recreation, music, art, literature, religion, etc.)?
   - What aspects of society introduced by these civilizations have become important contributions to the civilizations of today (e.g., inventions, construction, values, religion, etc.)?

TOPIC I: LIFE IN PREHISTORIC TIMES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify major differences between prehistory and history.

- identify a number of methods used to reconstruct the past in the absence of written records.
- describe how people in prehistoric times met such basic survival needs as food, shelter, clothing and protection.
- recognize the extent to which the physical environment shaped the way of life of people in prehistoric and early historic times.
- account for the location(s) of early human settlements and reasons for subsequent migrations.
- identify challenges which threatened the survival of the people and describe how these challenges were met.
- identify how the people of those times communicated with one another.
- recognize major changes that were evident from the early to later prehistoric times.

Thinking and Research Skill Objectives. The students should be able to:

- gather, interpret, analyze and evaluate data (from books, periodicals, artifacts, maps, drawings, etc.) which identify sources from which prehistory has been recorded.
- research sources and give evidence of how people in prehistoric times met basic survival needs.
- prepare and develop a time line.
- take notes, construct outlines, organize and present reports, write paragraphs and short essays, take an active role in group discussions.

Attitude and Value Objectives The students should be able to:

- evaluate cultures with technologies and values different from their own.
- consider the contributions to present-day society made by cultures of the past.
- share and assess their views on different perceptions of needs and wants and the different ways in which their needs and wants are met.
- view their own way of life as one among many possible alternatives.

Social Participation Objectives. The students should be able to:

- plan and carry out actions aimed at increasing their awareness of those institutions which preserve and exhibit artifacts and ruins of the past.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Note: It is suggested that a student may better understand and appreciate the development of various cultural groups if questions such as the following are examined.

i. What is history?...prehistory?...social studies?
ii. Why study history?...prehistory?...social studies?
iii. How is history recorded?...prehistory?

. Based on their own experiences, have students write their own definitions of history. Discuss these definitions as well as some scholarly definitions. Then examine these questions:

- Why study history and prehistory?...social studies?
- Of what value is the study of history?

. Examine with students some of the methods used to construct the prehistoric past.

- legends
- digging (archaeology finds of artifacts, fossils, tools, kitchen midden, living sites)
- dating (methods of assigning age)
- preserving and displaying artifacts (museums)

Ask why it is important to reconstruct the past.

. Examine various ways in which history is recorded.

- Explain the time line and the meaning of B.C. and A.D.

Note: An interesting analogy between history and prehistory could be illustrated with a picture or drawing of a large tree. The visible part of the tree, the trunk and branches, could represent the history while the invisible roots could represent the prehistory. With some digging, however, the roots become visible. The roots are a very important part of the tree, upon which the trunk and branches depend. Similarly, prehistory is a very important part of history. Society today has grown out of the roots that date back many, many years. The foundations of present society date back to the prehistoric past.

Topic I: Life in Prehistoric Times

- What is the difference between prehistory and history?
- How do we become informed about prehistory?...history?
- How did the people in prehistoric times meet such basic survival needs as food, shelter, clothing and protection?
- To what extent was the way of life influenced by the physical environment?
- What challenges threatened the survival of the people and how were these met?
- How did these people communicate with one another?
- What changes are evident from early prehistoric to the later prehistoric times?
- Are there cultural groups in today's world who live the way stone age people of thousands of years ago lived?

5

Introduction

. Have students examine an illustrated time line, similar to the one on pages 2-3 of Human Heritage (Charles E. Merrill Pub., Bell and Howell Co.).

- What information can be obtained from such a time line?
- How far back can the emergence of food-gatherers be traced?
- How is the Paleolithic Age different from the Neolithic Age?

. Have students prepare a time line and then add to it as the study progresses.

Note: A time line around the perimeter of the classroom may illustrate the significance of time.

. Visit the Museum of Man and Nature or another museum to explore the methods of reconstructing and preserving the past.

- How successful has the museum been in reconstructing the past?

Note: Visit the Department of Anthropology/Archaeology at a university or have an anthropologist or archaeologist speak to the class on the work he or she does.

Development

. Have students research and present theories which attempt to explain the arrival of humans on earth. Discuss these theories.

. Using maps, have students locate the sites of fossil finds of early humans in Africa, Australia, Asia, and Europe. (Label these on an outline map.)

- Have them include brief notes of fossil types and special features.
- Have them determine where numerous fossil finds have been found.

. Have students locate and examine pictures depicting prehistoric life (similar to pages 16-17, or 28-29, in Human Heritage), and have them describe briefly what life was like in terms of environment, clothing, tools, weapons, food, etc.

. Examine how early humans met their basic needs for shelter, clothing, protection, communication, and organization. (Compare with our own society.)

- Examine the role of various family members.

. Examine the technology of the Paleolithic culture (food gatherers) and

Neolithic Cultures (food producers). What differences are noted in:

- household articles, tools, weapons;
- use and impact of fire?

. How did changes in technology affect the people in prehistoric times? How have changes in technology affected us today? How have the inventions of prehistoric people helped us today?

. Have students examine pictures of early villages and discuss how environment influenced the way people in different villages built their homes.

. Have students make a chart showing the major accomplishments of the Paleolithic (Old Stone Age) and Neolithic (New Stone Age) peoples under headings such as: food, clothing, shelter, weapons, tools, utensils, transportation, inventions, government, religion.

- What changes do you notice?
- What factors allowed an increase in population growth?

. Together with the students, define "art." Examine pictures of prehistoric art and discuss the following questions.

- What was the purpose of art?
- Was the art created by an amateur or professional artist? How can you tell?
- What does the work of art tell us about their everyday life?
- What does the process used in making the object tell us about the technology of the society?

. Explore the challenges that might prompt a food gathering society to migrate (climatic changes, lack of game, powerful enemies, etc.).

. Examine the changes that occurred when humans became food producers (Neolithic culture, New Stone Age).

- domestication of plants and animals (where and when)
- resultant migrations (to river valleys or areas of good soil, water, etc.)
- technological developments (farm implements, pottery, textiles)
- growth of trade
- specialization of labour, emergence of organized communities
- creation of new social, political, and economic organizations
- building of permanent homes (villages)

. Have students research a contemporary cultural group that has a similar way of life to that of people in prehistoric times, and compare similarities and differences.

Conclusion

. Help students draw conclusions from their study of this topic. The following are examples of possible conclusions.

- The world's cultures have become increasingly interdependent.
- Change has always been the central fact of human existence.
- People have developed their ideas from the ideas of those who came before them.
- The challenges of meeting basic needs in a food-gathering society are considerable.
- Prehistoric humans were relatively successful in meeting basic needs in a challenging physical environment.
- Prehistoric humans respected nature and learned to live in harmony with it.

Additional Activities (Optional):

. Have the class analyze critically cartoon strips such as B.C. for their historical accuracy.

. Have members of the class prepare and debate a topic such as: "Some contemporary cultures never surpassed the Stone Age Culture because of a harsh physical environment."

. Have students (in groups) role play a family unit which must survive without modern tools and weapons. Designate one group member as an outside observer of the plans made. Each group must describe its environment as well.

. Have students make posters with photographs and actual objects which show how an archaeologist works.

. Have some students do research and give a short report to the class on famous archaeologists.

. Have some students research the problems and difficulties modern historians face in gathering and interpreting information.

. Have students invite a geologist, anthropologist, or archaeologist to the class to give a brief talk or show slides on his or her career.

. Have students examine an invention or a discovery that has occurred during this century and report on how it has affected their way of life.

TOPIC 2: LIFE IN EARLY RIVER VALLEYS: NILE AND/OR MESOPOTAMIA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- develop a definition for "civilization."
- recognize and identify those features which characterize most civilizations.
- describe how the physical environment influences the development to a civilization.
- describe how society in an early river valley civilization was organized.
- account for the importance of religion, literature, music, art, etc., in the everyday life of an early river valley civilization.
- recognize how changing technology affected/altered the way of life of the people living in an early river valley civilization.
- recognize the contributions made by early river civilizations to present-day societies.
- explain how ideas and customs of one civilization spread to another civilization.

Thinking and Research Skill Objectives. The students should be able to:

- compare and contrast the culture of early river valley civilizations with prehistoric as well as present-day cultures.
- gather, interpret, analyze, and evaluate data from non-print as well as print materials on topics examined.
- organize data for short presentations and reports to the class.

Attitude and Value Objectives. The students should be able to:

- demonstrate an awareness of the contributions of early river valley civilizations to present-day society.
- demonstrate a tolerance for those values that differ significantly from one's own.

Social Participation Objectives. The students should be able to:

- plan and carry out a project, display, etc., which illustrates life in a river civilization.

Topic 2: Life in Early River Valleys: Nile and/or Mesopotamia

- What characterizes a "civilization"?
- What are some significant changes between life in prehistoric times and life in early river valleys?...similarities?
- How was this society organized (e.g., leadership, composition of social groups, extended family, clans, tribes, etc.)?
- What innovations allowed these people to alter, simplify, or ease their way of life?
- How did these people satisfy their non-material needs (e.g., entertainment, recreation, music, art, literature, religion, etc.)?
- What aspects of society introduced by these civilizations have become important contributions to the civilizations of today (e.g., inventions, construction, values, religion, etc.)?

Introduction

. Have students continue developing the time line begun in Topic I by placing on it important features of each civilization studied.

- What features should be added to the time line?
- What is the approximate time span of Mesopotamian civilization?... Egyptian civilization?
- Approximately how many years are between the end of Mesopotamian civilization and the beginning of the European settlement in North America?

. Have students write their own definition of "civilization" and then check their definitions against other sources.

- What features characterize most civilizations?
- Where did the first civilizations develop? Why?
- Why did trade among different civilizations develop? How did trade affect civilizations? What goods were traded?
- Why is trade among contemporary societies so important?

. Have students locate and identify the early river civilizations on an outline map of the world.

- Why is the river so important?

. Have students interpret a photo (similar to the one shown on page 43 of Human Heritage).

- What does the photo suggest about farming?...clothing?...tools?

- What differences do you notice between life in this photo and the one on page 27 of Human Heritage?; on page 523 of Human Heritage?

Development

. Select Mesopotamia or Egypt and have students (individually or in groups) research one of the civilizations under headings such as:

- location; food, shelter, clothing; organization and law; religion; education; entertainment, recreation, music, art, architecture; communication, transportation, trade, technology; role of men, women and children; contributions.
- Ask students to determine the major differences in how people lived in the civilizations of Mesopotamia and/or Egypt when compared to the earlier peoples studied and when compared to present-day society.
- What features of contemporary society can be traced back to early river civilizations?

. Have students account for the location of early civilizations in fertile valleys.

- How has the natural environment influenced the way of life of early civilizations?
- How did the change to living in river valleys affect their government?...laws?...work?

Conclusion

. Have students (individually or in small groups) prepare presentations to the class on life in an early river civilization. Encourage the use of a variety of visuals such as display boards, posters, slides, filmstrips, dramatizations, etc., as supports for the presentations. Evaluate the presentations together with the students, using agreed-upon criteria.

- What are some conclusions that can be made from the presentations?
- How was the way of life changed from the earlier peoples studied?
- How have the people of the early river civilizations changed their physical environment?
- What major contributions do you observe in the early river valley civilizations?
- What did the people of early river civilizations value? Do you agree with these values? Why?
- How is one river civilization different from another? similar?
- How have present day societies been influenced by these civilizations?

Additional Activities (Optional):

. Have students do special research on topics such as the following and present short oral or written reports:

11

- contributions of early river civilizations (excluding those already listed in Human Heritage)
- Hammurabi's contributions to the world
- main features of city-states
- the findings inside pyramids
- the power of the Pharaohs
- the Egyptian Gods
- use of irrigation in early river civilizations
- use of slavery
- hieroglyphics

. Have students do illustrations depicting life in ancient river civilizations (reference pages 55, 57, 60 and 61 of Human Heritage).

- What are the main features of the illustrations?
- What do the illustrations tell about the beliefs of the people? about their technology?
- What role did human rights play in early society?

. Have students select a position such as a scribe, farmer, king, etc., from early Egyptian society and write a diary, describing a typical day in the life of that Egyptian.

. Have students prepare a newspaper that might be typical of an early river civilization (should include headlines of a disaster, perhaps advertisements for job applications, articles, food, etc., a story, recreation, entertainment).

. Have students play the role of an archaeologist and report on an "archaeological find" located in an early river civilization.

UNIT II ANCIENT CIVILIZATIONS

UNIT II OVERVIEW

This unit encourages students to explore ancient civilizations in different parts of the world. Students should develop a greater understanding of the increasing complexity of life, stages of development, and the contributions these civilizations have made to present-day society.

Note: A minimum of one ancient civilization is to be selected from each of the following:

i. Life in an ancient European civilization: Greek or Roman.
ii. Life in an ancient Central/South American civilization: Mayan, Incan, or Aztec.
iii. Life in an ancient African, Indian or Chinese civilization.

The following objectives, focusing questions, and suggested teaching strategies, learning activities and questions should be applied to the study of each selected ancient civilization. (Further resource material will be identified for Topic 2 during the coming year.)

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Life in an Ancient European Civilization: Greek or Roman.

2. Life in an Ancient Central/South American Civilization: Mayan, Incan, or Aztec

3. Life in an Ancient African, Indian or Chinese Civilization

- What is meant by an "ancient" civilization?
- How did the people of this ancient civilization meet their basic survival needs? What changes were evident from the prehistoric and early historic times (e.g., food, shelter, clothing, health, security, transportation, organization of society)?
- What forces shaped the development of this civilization (i.e., natural, mythical, religious, philosophical, external contacts)?
- What aspects of society were introduced by this civilization that are important contributions to civilization today (i.e., inventions, constructions, philosophy)? What aspects of importance to this ancient civilization have disappeared from society today? Why?

TOPIC I: LIFE IN AN ANCIENT EUROPEAN CIVILIZATION: GREEK OR ROMAN
TOPIC II: LIFE IN AN ANCIENT CENTRAL/SOUTH AMERICAN CIVILIZATION: MAYAN, INCAN OR AZTEC
TOPIC III: LIFE IN AN ANCIENT AFRICAN, INDIAN OR CHINESE CIVILIZATION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the terms "ancient" and "classical."
- specify which aspects of the physical geography significantly influenced the development of the ancient civilization.
- identify factors, other than physical geography, that helped to shape the development of the ancient civilization (e.g., mythology, religion, philosophy, external contacts).
- describe how the people of the ancient civilization met their basic survival needs and how this differed from prehistoric or early historic times (food, shelter, clothing, health, security, transportation, organization of society).
- provide examples of aspects of the ancient civilization that are evident in our society today.
- recognize the forces which were responsible for the decline of the ancient civilization.

Thinking and Research Skill Objectives. The student should be able to:

- infer from a variety of maps how geographical features influenced the development of the civilization.
- research a variety of sources and give evidence of how people in the ancient civilization met their basic survival needs.
- continue to develop the time line begun in Unit I.

Attitude and Value Objectives. The students should be able to:

- share their views on what they consider to be the positive and negative aspects of life in the ancient civilization.
- express their feelings on whether or not life in the ancient civilization could be considered an improvement over living conditions in pre-historic and early historic times.
- share their views on the value of the ancient civilization's influences that are prevalent in present-day society.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity aimed at increasing their awareness of the way of life of the ancient civilization.
- organize a display with a "classical" theme for their school or community.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 1: Life in an Ancient European civilization: Greek or Roman
Topic 2: Life in an Ancient Central/South American civilization: Mayan, Incan, or Aztec
Topic 3: Life in an Ancient African, Indian or Chinese civilization

- What is meant by an "ancient" civilization?
- How did the people of this ancient civilization meet their basic needs? What changes were evident from the prehistoric and early historic times (e.g., food, shelter, clothing, health, security, transportation, organization of society)?
- What forces shaped the development of this civilization (i.e., natural, mythical, religious, philosophical, external contacts)?
- What aspects of society were introduced by this civilization that are important contributions to civilization today (i.e., inventions, constructions, philosophy)? What aspects of importance to this ancient civilization have disappeared from society today? Why?

Introduction

. Introduce the concept of "ancient times" by having students isolate these times on the time line begun in Unit 1. What is meant by "ancient times"?

. Have students use a variety of sources to develop their own definition of a "classical civilization."

- What features characterize a "classical civilization"?
- Where did "classical civilizations" develop?

. Have students locate the classical civilizations on a map.

- What geographic similarities can be noticed between the various ancient civilizations?...what differences?
- What are the advantages and disadvantages of each of their geographic locations?...of their physical features?

Development

. Have students examine the way of life in the ancient civilization, discussing how factors such as physical geography, philosophy, religion

and external contacts influenced the ways of life the society developed. The following headings and questions can be used as a guide to focus student activities.

. Economy

- What was the basis of the economy in the ancient civilization? How was the economy related to geographic factors (landscape, natural resources, etc.)?

. Agriculture

- What was the system of land tenure? Why was it organized this way? How was the system maintained?
- What were the main crops and their uses?
- What technology was associated with agriculture?
- How successful was this technology?
- How did cultivation methods compare with those in earlier societies?
- Does any of the technology have relevance to modern agriculture?
- Did the philosophical ideas, religious beliefs, or values of the civilizations have any influence on agriculture?
- What would the quality of life be like for people involved in various aspects of the agricultural system?

. Manufacturing and Urban Development

- What cities gained in importance during this time? What major characteristics were evident in the cities?
- What were the major raw materials and products?
- Why was there a demand for these products?
- How was production organized? Why was it organized in this way?
- What technology was associated with production?
- Where did the technology originate? Is any of it relevant to modern manufacturing?
- Where were products marketed? Why did these markets develop?
- Did philosophical ideas, religious beliefs, or societal values influence the organization of the manufacturing system?
- What was the quality of life like for people involved in manufacturing? How could it be compared to life in earlier times? ...in modern industrial society?

. Trade and Transportation

- What were the major transportation routes and means of transportation? How had they developed?
- Who were the important (foreign) trading partners? What was exchanged?
- Did external contact have any impact on the lives of people in the ancient civilization (i.e., cultural diffusion)?

. Social Organization

i. The Family
- How was the family organized (roles of men, women, children)?
- Did this organization reflect the basic philosophy, religion, and values of the civilization(s)?
- How did family life differ for members of different classes?
- Do aspects of this organization persist in present-day society?

ii. Social Classes
- What was the basis of the class system (i.e., heredity)?
- What were the different classes?
- What rights, duties, responsibilities belonged to each class?
- Was it possible for individuals to alter their social status?
- Did the social stratification reflect the philosophy, religion, mythology, and values of the civilization(s)?
- How did the quality of life differ for members of different classes?

iii. Government
- What was the structure and purpose of government?
- What factors influenced its organization (e.g., values, ideals)?
- Was the system effective?
- How did government affect the lives of people in various classes?
- How did leaders attain and maintain power?
- How did the government deal with political opponents?
- Have modern governments been influenced by governments in ancient civilizations? How?

iv. Education
- What was the purpose of education?
- Who had access to education?
- What was studied?
- How would schooling in these societies compare with our present-day system?
- Did the theories in education have a lasting influence?
- Did education help to shape the lives of citizens in any significant way?

v. Medicine
- Who were the medical practitioners? What were their qualifications? What social status did their position afford them?
- Who had access to practitioners?
- What were common medical practices and cures?
- Did philosophy, religion, or science influence medicine?
- Were there any developments in medicine that helped to improve people's lives?

vi. Justice
- How was the system organized?
- How did the society deal with dissenters?
- What were typical civil and criminal cases in the courts? What were the punishments?
- Was justice impartial?

- Does our society reflect any influences of the ancient systems of justice?
- Was the system effective in meeting the needs for which it was established?

. The Arts

- What value did the society place on creativity, imagination, artistic expression?
- Who were the artisans?...the patrons?
- What were common modes of creative expression (architecture, painting, drawing, music, literature, etc.)?
- To what extent were the arts influenced by philosophy, religion, mythology, etc.?
- Does modern society reflect the influences of the art of the ancient civilization?

. Religion

- What was the system of beliefs? Why did people hold these beliefs?
- Was there a religious hierarchy that controlled religion?
- How did religion affect the lives of ordinary people?
- What visual evidence was there of the importance of religion in daily life?
- Has the religion of ancient civilizations had a lasting influence?

Conclusion

. Examine the forces which led to the decline of the civilization.

. Plan a project (display, drawings, etc.) which would depict life in an ancient civilization.

Unit Concluding Activities

. Compare and contrast those ancient civilizations that have been studied. The following chart gives an example of headings that could be used.

Headings	Greek/Roman	Mayan/Incan/Aztec	African/Indian/Chinese
Location			
Time Line Dates			
Basic Economy			
Trading Goods - imports - exports			
Social Organization - family structure - class structure			
Cultural Characteristics			
Government Contributions			
Factors Causing the Decline			

Additional Activities (Optional):

. Plan a trip to the art gallery to study examples of the art forms of ancient Greece and/or Rome. What art forms were produced? By whom? How?

- Classify the art studied as to its purpose, quality and the techniques used in production.

. Prepare an open house "community fair" to display graphic, audio-visual or textual knowledge which the students have assembled.

. Dramatize Greek or Roman myths. Discuss their value in enhancing an understanding of these ancient cultures, in addition to their value as literature.

. Have students research and prepare reports on the following topics:

- slavery in either Rome or Greece
- weapons and tactics used in warfare by either Rome or Greece
- the legal system and/or political system of Canada compared to either Greece or Rome
- the gods worshipped in either ancient Greece or Rome

. Have students debate the statement "The development of ancient Greek and/or Roman civilization is a greater human achievement than the exploration of outer space."

. Ask students to imagine that Plato or Socrates was present in their classroom. What questions would they ask of these philosophers?

. Have students draw up a petition which a Roman slave might present in seeking freedom.

. Research and explore the themes of South/Central American civilization as they have been portrayed in the arts (ballet, poetry, prose, art, drama).

. Have students research and prepare reports on the following topics.

- religious practices of Mayan, Incan or Aztec civilizations
- the "pyramid" style of South/Central American architecture
- application of mathematical principles (e.g., calendar)
- effects on South/Central American civilizations of the Spanish Conquistadors
- effects of the Mayan, Incan or Aztec civilizations on present-day society

. Prepare meals which include dishes contained in the diet of each civilization studied. Have students account for the differences in the staple foods.

. Have students write a diary of a fictional person whose life is set in one of these civilizations.

. Have students prepare a newspaper that might be typical of the early civilization studied.

. Show students how to use a photo copy stand and have them prepare a slide presentation of art/architecture from one or more of the ancient civilizations.

. Have students research topics of interest and present them orally or in project form.

UNIT III LIFE IN EARLY MODERN EUROPE

UNIT III OVERVIEW

This unit enables students to examine how life was shaped and changed by several developments in early modern Europe and the influence of these developments on societies of today.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Life in a Feudal Society

   - What is meant by feudalism?
   - What were some factors that led to the development of feudal societies?
   - How was it organized to meet basic needs?
   - How did the way of life differ among the various socio-economic groups which arose?
   - What was the role of religion?
   - Are aspects of feudal society still evident in society today?
   - What major changes distinguished the feudal society from earlier societies?

2. Life in the Renaissance Era

   - What is meant by the Renaissance?
   - What new social groups arose during this time? Why did they develop? How did they meet their basic needs?
   - What new values, ideas and attitudes found expression during this time in such areas as art, music, literature, science and politics? Where was this influence felt?
   - Are influences of the Renaissance evident in society today?

3. Life in the Reformation Era

   - What is meant by the Reformation?
   - Why did some people demand changes in the church?
   - What major changes characterized this period?
   - How has this era influenced society today?

TOPIC I: LIFE IN A FEUDAL SOCIETY

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. recognize what is meant by "feudalism."
. identify the major causes for the development of feudalism.

- describe how the feudal system was organized to meet the basic needs of nobles and peasants.
- identify the ways of life of the various socio-economic groups.
- recognize the role of the church in feudal society.
- identify the influence of feudal society upon our present-day culture.

Thinking and Research Skill Objectives. The students should be able to:

- analyze the various conditions which led to the development of feudal society.
- collect and analyze information from various sources relating to the life styles of the nobles and the peasants.
- evaluate the importance of ownership of the means of production in a medieval society.

Attitude and Value Objectives. The student should be able to:

- share their views on whether the positive features outweighed the negative features of feudal society.
- share their views on the ethics of the church's supporting and then challenging the power of the feudal lords.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity aimed at increasing an awareness of the way of life in a medieval feudal society.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic I: Life in a Feudal Society

- What is meant by feudalism?
- What were some factors that led to the development of feudal societies?
- How was it organized to meet basic needs?
- How did the way of life differ among the various socio-economic groups which arose?
- What was the role of religion?
- Are aspects of the feudal society still evident in society today?
- What major changes distinguished the feudal society from earlier societies?

Introduction

. Introduce the concept of "medieval times" by having students place these times on the time line begun in Unit I. What is meant by "medieval times"?

. Using a variety of sources, have students develop a definition of "medieval society."

. - What features characterize a medieval society?

. Have students locate medieval societies on a map. Where were they located? Why?

. Discuss the effect of each of the following on the development of medieval society:

- the fall of Rome;
- invasion of barbarian tribes.

Development

. Have students examine the feudal system that was adopted throughout Europe. Discuss the following aspects:

- Why was the system developed (i.e., what need was it intended to meet)?
- How was the system organized (i.e., rights and responsibilities of the king, nobles, serfs)?
- What were the advantages and disadvantages of the system (i.e., which maintained peace and stability but institutionalized inequalities in society)?
- What possible alternatives to this system might there have been?
- How was social, political and economic power distributed?
- How close did the system come to the ideal of "mutual dependence" between landowner/landlord and serf/peasant?
- How did the system reflect the attitudes and values of society during the medieval era?
- How much of our present-day socio-economic structure can we trace to this system?

. Examine how the medieval society met its basic needs through the "manor." Discuss needs such as clothing, shelter, food production, defense, socialization, etc.

. Explore the ways of life of the various socio-economic groups under the following headings:

- amount of physical labour done by males and females in each group

- amount of leisure time each group had and the types of activities in which each was involved
- the amount of political, economic, religious, and social freedom of each group
- the necessity for defense (the concept of Knighthood may be discussed here)

. Examine the role of the Church in medieval society. Discuss:

- the power of the Pope as head of the Church and the church hierarchy
- the influence over government
- administration functions (records, keeping books)
- monastaries
- education (schools for the children of royalty and nobility)
- ownership of land
- the role of women in the Church (convents as an option to marriage)

. Briefly examine the religious Crusades that took place during this time under headings of:

- purpose
- Children's Crusade, Crusade of Kings, etc.
- problems encountered during the Crusades
- effects the Crusades had on Western Europe (created trade routes, final break between the eastern and western Catholic Church, began the eventual breakdown of the feudal system)

Conclusion

. Have students compare the feudal system of government with that of another culture previously studied. Consider:

- reasons for its development and the needs met
- who controlled it
- who participated in it
- the powers that the various participants possessed
- limits to these powers
- whether or not life under a feudal government could be considered better than life under another system.

Additional Activities (Optional):

. Have students design their own system of government in which a king could provide a reasonable degree of peace and stability for his subjects while still asserting his will in creating and enforcing laws, collecting taxes, etc.

. Have students plan the defense and attack of a medieval castle. Develop offensive and defensive tactics.

. Have students research and report on the following topics:

- the medieval Knights
- the Crusades--how successful they were
- methods of farming used in feudal society
- the roles of family members in the various socio-economic groups of medieval society
- medieval laws: civil and criminal

TOPIC 2: LIFE IN THE RENAISSANCE ERA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. recognize what is meant by "Renaissance."
. recognize what is meant by "middle class."
. recognize the forces (social conditions) which began and developed the Renaissance movement.
. describe how the people of the various social classes met their basic needs.
. identify some of the key Renaissance thinkers and list their contributions to such areas as art, music, literature, science and politics.
. provide examples of Renaissance influences still evident in society today.

Thinking and Research Skill Objectives. The students should be able to:

. analyze the term "Renaissance" to determine if it describes accurately the age to which it is applied.
. draw comparisons between the Renaissance and Medieval societies in the following areas:
  - ways of life;
  - arts and sciences;
  - political theories;
  - values and attitudes;
  - roles of males and females in the various socio-economic groups.
. evaluate some of the effects of the Renaissance on present-day society.

Attitude and Value Objectives. The students should be able to:

. share their views on whether the quality of life in Renaissance society was an improvement over medieval conditions.
. express their views on the value of the contributions of individual Renaissance thinkers to society.

Social Participation Objectives. The students should be able to:

. plan and carry out a group activity aimed at increasing an awarness of the Renaissance period.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 2: Life in the Renaissance Era

- What is meant by the Renaissance?
- What new social groups arose during this time? Why did they develop? How did they meet their basic needs?
- What new values, ideas and attitudes found expression during this time in such areas as art, music, literature, science and politics? Where was this influence felt?
- Are influences of the Renaissance evident in society today?

Introduction

. Place the Renaissance period on the time line begun in Unit I.

. Introduce the concept of "the Renaissance" by having students research the meaning of the word and its implications.

- What features characterize a Renaissance society?
- Where did Renaissance societies first develop? Discuss possible explanations for this.

. Draw comparisons between Medieval people, whose concerns centred around spiritual things, and Renaissance people, whose concerns were largely with the material world.

. Discuss the meaning of the word "humanist." Who were humanists and how did their philosophy reflect Renaissance society?

Development

. Briefly discuss how and why the new middle class gained more power during this time period.

. Have students discuss the connection between the Renaissance era and the rise of the middle class (merchant class).

. Examine the culture of the Renaissance under the following headings:

- government (city states, rulers);
- justice (trials, punishments);
- role of religion in society;
- art and architecture (functions, methods, patrons, contributions, artists, influence of Greek and Roman art);
- music and literature (themes, Greek and Roman influence);
- guilds (functions);
- trade and transportation (types of goods, trade routes, trade partners);
- science (discoveries, theories, scientists);
- political attitudes.

. Discuss the development of the printing press and the implications this had for European civilization.

. Examine how the Renaissance spread from Italy to other areas of Europe. How did the Renaissance help to shape cultures in France, Spain, Germany, the Netherlands and England?

. Research and discuss whether or not the Renaissance has had a lasting influence in the modern world.

Conclusion

. Plan a project which would illustrate some aspect of life during the Renaissance era.

Additional Activities (Optional):

. From visits to art galleries, or viewing art books or slides, study examples of Renaissance art and architecture. How were beauty and functionalism combined? What were some popular art themes? In what 'mediums' did the artists work? Who were some famous Renaissance artists? Compare this with examples of Medieval art.

. Have students research and prepare reports on Renaissance writers and playwrights. Discuss the themes that are dealt with by these writers.

. Have students research such aspects of the Renaissance as:

- manners;
- clothing styles;
- leisure activities.

. Have the students research and report upon the twentieth-century Renaissance and/or the Renaissance of the future (i.e., the silicone age).

TOPIC 3: LIFE IN THE REFORMATION ERA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize what is meant by the term "Reformation."
- identify the term "Protestant."
- identify some causes of the Reformation and the subsequent changes which occured.
- identify the important leaders of the Reformation and list their contributions.
- identify important beliefs shared by Protestants.
- recognize how the Reformation influenced present-day society.

Thinking and Research Skill Objectives. The students should be able to:

- analyze the success of the Reformation movement.
- evaluate the effects of the Reformation on early modern Europe and on present-day society.

Attitude and Value Objectives. The students should be able to:

- share their views on the Reformation as a method of changing the status quo.
- share their views on whether or not the Protestants had legitimate cause for dissention.

Social Participation Objectives. The students should be able to:

- plan a project which illustrates the various religious groups and their main beliefs, that arose as a result of the Reformation.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 3: Life in the Reformation Era

- What is meant by the Reformation?
- Why did some people demand changes in the church?
- What major changes characterized this period?
- How has this era influenced society today?

Introduction

. Introduce the concept of the Reformation by having students place important events on the time line begun in Unit I.

. On a map of Europe, locate the areas in which the Reformation began. How can you account for the areas of Protestantism?...of Catholicism?

. Briefly review the fact that religious uniformity existed in Europe at that time. Review the role and doctrines of the Church.

. Ask students to list all of the religious groups that they can. Categorize the Protestant ones. Explain that it was during this time that all of the different Christian denominations came into existence.

Development

. Discuss the literal meaning of the word "protestant." Who protested? What were they protesting against? Why did they protest? Did they have legitimate cause for protest?

. Discuss how the term "Protestant" encompasses all non-Catholic Christian denominations.

. Examine the causes of the Reformation:

- corruption of Church theology and practice;
- enormous power and wealth of the Church.

. Examine how the Church traditionally dealt with religious dissenters or "heretics" (e.g., Wycliffe).

. Examine some of the major reformers involved in the movement and discuss their beliefs, motives and methods.

- Martin Luther
- John Calvin
- Henry VIII

. Discuss the effectiveness of the approaches they used to bring about change. What alternatives were open to these reformers?

. Compare the basic tenets of the Protestant faith with that of the Catholic faith.

. Discuss how the Reformation shattered the religious and social unity which existed in the Middle Ages.

. Discuss how the Reformation instigated various wars in Europe.

. Examine the impact of the Reformation on the lives of ordinary people during this era.

. Discuss how the Reformation influenced some of the major institutions in Europe (e.g., education, government).

Conclusion

. Have students research and report on how the Reformation has influenced our society:

- development of new denominations;
- development of religious toleration;
- creation of a sense of doubt in the infallibility of any one religious doctrine;
- separation of church and state.

Additional Activities (Optional):

. Have students organize and participate in a panel discussion where they role play persons from the various eras: Feudal, Renaissance and Reformation. Topics could include:

- role and function of the Church;
- value of art;
- role of the various socio-economic classes.

. Discuss the concept held by some that science is the religion of the present times.

. Have the class prepare a newspaper detailing a major event in early modern European history (e.g., Diet of Worms, Battle of Hastings, Magna Carta).

. Prepare displays, charts, and pictures illustrating the way of life during Feudal society, the Renaissance and the Reformation.

. Organize field trips to museums or art galleries where students can study art and artifacts of these eras of European society.

. Have students research and report on present-day "reformers." What reforms are they advocating? What methods do they use to further their causes? How effective are their efforts? Is it easier to be a reformer in contemporary society than it was during the Reformation era?

UNIT IV LIFE IN THE MODERN WORLD

UNIT IV OVERVIEW

This unit will enable students to develop a better understanding of the variety and diversity of life that exists within the "First," "Second" and "Third" world societies as well as among them. The student should be able to trace some reasons for the variety and diversity that is evident by examining life in each of the First, Second and Third world societies.

Note: To give students the opportunity to study as wide a range of areas or regions of the world as possible during their grades 7-10 social studies program, it is suggested that the focus of study at the grade eight level be as follows:

First World: England (Australia, New Zealand)

Second World: USSR (Cuba)

Third World: India/Bangladesh (South American country, Middle East country)

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Life in a Contemporary Western Industrial Society (First World)

   - What is meant by a Western industrial society? What are some of the main characteristics?
   - What contributing factors made it possible for an industrial society to develop?
   - How do people in an industrial society meet their basic needs of food, shelter, clothing, health and security?
   - How has the development of an industrial society affected the physical environment?
   - What challenges are facing the societies of the First World?

2. Life in a Contemporary Communist Society (Second World)

   - What is meant by a Communist society? What are some of its main characteristics?
   - What factors have contributed to the development of a Communist society such as the U.S.S.R.?
   - How do people in Communist countries meet their basic needs of food, shelter, clothing, health and security?
   - How is the decision-making power (organization of society) of a Communist society different from a Democratic (capitalist) society?
   - What challenges are facing the societies of the Second World?

3. Life in a Contemporary Developing Society (Third World)

- What is meant by a developing society? What are some of its main characteristics?
- What factors have contributed to making a large part of today's world a "Third World" or a "developing world"?
- How do people in a developing society meet their basic needs of food, shelter, clothing, health and security? (Compare with Western industrial society.)
- How may the Third World be affected by the First World?...the Second World?
- In a developing Third World society, what characteristics of a modern industrial and/or Communist society can be found?
- In what ways could aboriginal populations such as the North American Inuit or Indians, the New Zealand Maori, or the Scandinavian Lapps be considered as "developing societies" even though they inhabit "First World" countries?
- What cultural traditions and historical events help to explain the contemporary position of these aboriginal groups?

TOPIC 1: LIFE IN A CONTEMPORARY WESTERN INDUSTRIAL SOCIETY (FIRST WORLD)

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. recognize what is meant by "First World."
. identify the main characteristics of a Western industrial society.
. identify the factors which contributed to the development of industrial societies.
. recognize the conditions which made it possible for a Western European country (England) to become a major industrial nation.
. describe how the people of an industrial society meet their basic needs.
. cite examples of positive and negative effects of industrial development upon the physical environment.

Thinking and Research Skill Objectives. The students should be able to:

. locate on a world map or globe, countries which belong to the First World.
. compare and contrast everyday life in England during the Industrial Revolution with life in contemporary industrial England.
. research information about some effects of the development of an industrial society upon the environment.

Attitude and Value Objectives. The students should be able to:

. express ideas and feelings about life during the Industrial Revolution.

- discuss how a contemporary industrial society is organized to meet the basic needs of its people.
- share their views on the conflict which arises between the advantages of industrialization and its disadvantages, relative to environmental concerns.
- realize that the challenges facing First World countries are interrelated with those of the Second and Third Worlds.

Social Participation Objectives. The students should be able to:

- plan and participate in an activity which increases awareness of an aspect of life in contemporary Western societies.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Note: The terms "First World," "Second World" and "Third World" are introduced in the grade seven program, where students study a minimum of one country from each of the "worlds" as follows:

First World: Western European country (excluding England), Japan;
Second World: Eastern European country (excluding USSR);
Third World: China, a Southeast Asian country, an African country.

Topic I: Life in a Contemporary Western Industrial Society (First World)

- What is meant by a Western industrial society? What are some of the main characteristics?
- What contributing factors made it possible for an industrial society to develop?
- How do people in an industrial society meet their basic needs of food, shelter, clothing, health and security?
- How has the development of an industrial society affected the physical environment?
- What challenges are facing the societies of the First World?

Introduction

- Place "contemporary time" on the time line begun in Unit I.

. Question students about the concepts of "First," Second" and "Third" Worlds in order to find out what they know about these terms. As a result of questions and discussion, develop working definitions of the three terms, drawing particular attention to the First World.

. First World countries are often called "capitalist" countries. Explore and define this term with the students. Explain other related terms such as: mass production, middle class, proletariat, trade union, industrialization. (Some of these terms are defined in Human Heritage, pages 526, 530, 531 and 532.)

. On a map of the world, have students locate the major First World countries.

. Using First World countries as examples, discuss the main characteristics which make them First World countries. The following headings can be used as a guide:

- Economy
  - On what is it based (agriculture, manufacturing, etc.)?
  - How does it work?
  - Who controls it?
- Industry
  - types (primary, secondary)
  - imports and exports
- Agriculture
  - What is produced? How much?
  - methods
- Education
- Standard of living
- Government
  - How is it formed?
  - decision-making process

. Have students generalize about how an industrial society helps people meet their basic needs. Compare this with an earlier society already studied.

Development

. Using England as an example, explain the factors which contributed to the development of industrialized First World nations. Reference: Human Heritage, Ch. 34, pages 523-534:

- colonization (source of raw materials and markets), see pages 573-574 in Human Heritage;
- changes in agricultural practice;
- changes in scientific thought;
- Industrial Revolution;
- the development of mass production.

. Using a novel of the period (e.g., by Charles Dickens) as an illustration of life and working conditions in early industrial England, ask students how conditions today are similar or different. Have them identify some of the unjust conditions which existed in early industrial England. Small groups can discuss how they would go about changing these conditions (child labour is an especially relevant topic for this age group). Report findings to the class and compare with actual developments.

. Compare other aspects of life in early industrial England with life in a modern industrial society. Consider:

  - meeting basic needs;
  - trade unions;
  - the "factory lifestyle" of the industrial Revolution, where people were geared to fit the needs of the factories rather than vice-versa. (Does this still exist today?)

. Have students research some of the impacts (both positive and negative) of the industrial Revolution on the environment. Consider:

  - social (urbanization, working conditions, trade unions);
  - physical (pollution, etc.).

. Discuss how industrial societies have shaped their environment.

  - Where are industries located?
  - Examine growth of urban centers.
  - Discuss the impact on the physical environment.

. Examine some of the challenges facing societies of the First World today. Consider:

  - maintaining a supply of raw materials for industry;
  - maintaining the economy and a high standard of living;
  - coping with environmental concerns;
  - easing tensions between it and the Second and Third Worlds.

Conclusion

. Assist students to draw conclusions from their study of this topic. The following are examples of possible conclusions.

  - First World countries have similar characteristics.
  - The industrial Revolution begun in England rapidly spread to other areas of the Western world.
  - Industrial societies have had a significant impact on the physical and social environments.
  - People in First World countries meet their basic needs in ways very different from those of earlier societies.

. Have students organize debates on topics concerning the effects of industry upon the environment (make use of oral, written and visual information). These debates could be staged for the benefit of other groups in the school or for parents. Some possible topics are various forms of pollution, worker safety, reforestation, oil exploration in the North, Garrison Diversion Project.

TOPIC 2: LIFE IN A CONTEMPORARY COMMUNIST COUNTRY (SECOND WORLD)

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize what is meant by "Second World."
- identify the main characteristics of a Communist country.
- identify the factors which contributed to the development of a Communist society in the U.S.S.R.
- describe how the people of a Communist society meet their basic needs.
- recognize the differences in decision-making power between First and Second World countries.
- identify the challenges facing Second World countries.

Thinking and Research Skill Objectives. The students should be able to:

- locate on a world map or globe, countries which belong to the Second World.
- compare and contrast everyday life in Russia before the Revolution with life in modern-day U.S.S.R.
- compare and contrast life in the U.S.S.R. with life in a First World country.

Attitude and Value Objectives. The students should be able to:

- discuss how a Communist country is organized to meet the basic needs of its people.
- assess the dichotomy which exists between the Communist ideal and the realities of life in a Communist country.
- realize that the challenges facing Second World countries are interrelated with those of the First and Third Worlds.
- display tolerance toward people whose social lifestyles and political philosophies may be different from one's own.

Social Participation Objectives. The students should be able to:

- plan and participate in an activity aimed at increasing awareness of life in contemporary Communist countries.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 2: Life in a Contemporary Communist Society (Second World)

- What is meant by a Communist society? What are some of its main characteristics?
- What factors have contributed to the development of a Communist society such as the U.S.S.R.?
- How do people in Communist countries meet their basic needs of food, shelter, clothing, health and security?
- How is the decision-making power (organization of society) of a Communist society different from a Democratic (capitalist) society?
- What challenges are facing the societies of the Second World?

Introduction

. Have students read pages 614-618 in Human Heritage and ask them to find definitions of: tsar, bolshevik, Communism, bourgeoisie, collectivization, five-year plan. Discuss these terms in class and develop a common working definition for each.

. Locate the Communist countries on a map of the world and relate their geographical location and extent to that of First World countries. Why do we often refer to the Communist countries as the "Communist Bloc"?

Development

. Discuss the main characteristics of a Second World country (U.S.S.R.) under the following headings:

- Economy
  - On what is it based (agriculture, manufacturing, etc.)?
  - How does it work?
  - Who controls it?
- Industry
  - types (primary, secondary)
  - imports and exports
- Agriculture
  - What is produced? How much?
  - methods
- Education

- Standard of Living
- Government
    - How is it formed?
    - decision-making process

. Have students generalize about how people in a Communist society meet their basic needs. Compare this with First World countries.

. Compare the decision-making process of a Communist country with a First World country (e.g., England or Canada). A chart similar to the following may be helpful:

DECISION-MAKING PROCESS

COMMUNIST SOCIETY	DEMOCRATIC CAPITALIST SOCIETY
- single party system - only party members may run for election - Party Chairman as head of government, chosen from within the Politburo which is the actual governing group - the Soviet is composed of elected party members but has very little power	- multi-party system - any person may run for election in any party - Prime Minister as head of government - Cabinet chosen from among the elected members of the House - Government answerable to the opposition in the house

. Examine the historical factors which made the U.S.S.R. a major Second World country. Consider:

- the tsarist regime;
- industrialization;
- the rise of the bourgeoisie;
- the Communist ideology and the Bolsheviks;
- the Russian Revolution.

. Divide the class into groups and have them gather information on a country of the Second World other than the U.S.S.R., using the following headings (information should be visual as well as written):

- a map of the country;
- population and meeting basic needs;
- resources, industry and agriculture.

Note: Have the groups present their findings in class and summarize these on a "country poster" which can then be posted in class.

. Using the above organizers, do a study of the U.S.S.R. Compare life in the Communist countries with life in First World countries. Does life in the Second World reflect the Communist ideal?

. Examine the tensions which exist between First and Second World countries and the resulting arms race which threatens world peace.

. Examine some of the challenges which are facing the societies of the Second World. Consider:

- maintaining a supply of raw materials for industry;
- achieving independence in food production;
- providing adequate goods and services to meet the consumer needs of the people;
- maintaining control over a widely diverse population;
- easing tensions between it and the First World...the Third World.

Conclusion

. Assist students to draw conclusions from their study of this topic. The following are examples of possible conclusions.

- Second World countries have similar characteristics.
- The Russian Revolution led to the formation of a Communist society whose ideology and form of government has spread to many other areas of the world.
- The decision-making powers are very different when compared to those of First World countries.
- People in contemporary Second World countries meet their basic needs in ways different from First World countries.
- There are certain challenges which Second World countries share with all nations of the world (e.g., depletion of resources, world peace).

. Invite a speaker to class who has lived or travelled extensively in a Second World country.

. Invite a speaker to talk to the students about the arms race and the movement for nuclear disarmament, after having viewed a film on the subject (e.g., "If You Love This Planet").

TOPIC 3: LIFE IN A CONTEMPORARY DEVELOPING SOCIETY (THIRD WORLD)

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. recognize what is meant by "Third World."

- identify the major problems confronting the Third World (e.g., hunger, poverty, illiteracy, resource development).
- identify some factors which have contributed to making a large part of today's world a "Third World."
- describe how people in the Third World meet their basic needs (food, clothing, shelter, education, health and security).
- indicate an understanding of the influence the First and Second Worlds have upon Third World countries.
- give examples of First and Second World characteristics found in the Third World countries.
- explain why some First World countries contain populations that can be considered "developing societies" (e.g., North American Inuit, Scandinavian Lapps, Australian Aborigines).
- using a First World "developing society" as an example, identify those historical events and cultural traditions which help to explain the contemporary position of these aboriginal groups.

Thinking and Research Skill Objectives. The students should be able to:

- compare and contrast the ways in which people meet their basic needs in the Third World with the ways in which people in the First and Second Worlds meet their basic needs.
- locate, organize and communicate information about conditions which exist in the Third World's nations.
- categorize some features of Third World countries which have resulted from the influences of the First World, the Second World, or neither.
- suggest and defend a theory to explain the existence of "developing societies" within the First World.
- interpret and prepare charts and graphs reflecting the situation of Third World peoples.

Attitude and Value Objectives. The students should be able to:

- discuss the problems facing developing societies and nations.
- discuss efforts of developing societies and nations to improve their situation.
- demonstrate a tolerance of the different ways of life of the peoples of the Third World.
- assess how a contemporary Third World country attempts to meet the basic needs of its people, as opposed to First and Second World countries.

Social Participation Objectives. The students should be able to:

- plan and participate in an activity aimed at increasing awareness of the Third World and its problems.

Topic 3: Life in a Contemporary Developing Society (Third World)

- What is meant by a developing society? What are some of its main characteristics?
- What factors have contributed to making a large part of today's world a "Third World" or a "developing world"?
- How do people in a developing society meet their basic needs of food, shelter, clothing, health and security? (Compare with Western industrial society.)
- How may the Third World be affected by the First World?...the Second World?
- In a developing Third World society, what characteristics of a modern industrial and/or Communist society can be found?
- In what ways could aboriginal populations such as the North American Inuit or Indians, the New Zealand Maori, or the Scandinavian Lapps be considered as "developing societies" even though they inhabit "First World" countries?
- What cultural traditions and historical events help to explain the contemporary position of these aboriginal groups?

Introduction

. Through classroom discussion, elicit what students know about Third World societies. Develop definitions of: Third World, poverty, development, subsistence farming, cash crops, balanced economy, colonization. (Some of these terms are explained in Human Heritage, pages 634 and 639.)

. Using maps and/or atlases, locate the Third World countries of the world and their general geographical situation (near the equator and in the Southern Hemisphere). What problems does this geographical fact create for these countries?

. Examine the historical factors which have contributed to the existence of the Third World. Consider:

- military conquest and colonization;
- economic exploitation.

. Based on geographical and historical factors, develop a definition of the term "Third World."

Development

. In order to illustrate life in the Third World, examine a case study of India (Human Heritage, pages 635-637), using the following headings as guidelines:

  - nationalism and the independence movement;
  - the population of India;
  - religion and culture;
  - agriculture and industry;
  - government;
  - standard of living as measured by GNP, life expectancy, per capita income, etc.

. Divide the class into small groups and assign each one a Third World country to research, using the same headings as for the case study. Have each group develop a "country chart" containing a summary of their findings (with graphs, pictures and written information) and present them to the class. (Countries should be chosen in view of the information available from encyclopedias, books, films and filmstrips, writing to an embassy, etc.) Post charts on the wall. Based on these findings, identify the main characteristics of a Third World society.

. Through films, slides and articles, examine how people in the Third World meet their basic needs and what problems they face in meeting these needs (Human Heritage, pages 636,639,640 and 644). Compare with life in the First and Second Worlds.

. As a result of this examination of life in the Third World, discuss the major challenges facing Third World societies. Consider:

  - food production and distribution;
  - cash crop economy;
  - population growth and distribution;
  - industrialization and resource development;
  - stability of government;
  - health and education;
  - international tensions.

. Examine how First and Second World countries have influenced the Third World.

  - Economic
    - foreign aid and international cooperation (Human Heritage, page 640)
    - industrial development
    - food production
    - standard of living
  - Education
  - Politics

. Have students prepare a questionnaire on the Third World and various cultural traditions from around the world, and give it to family members and friends as well as students from other classes. Evaluate the various reactions. Do they show understanding or not? How might these attitudes help or inhibit cooperation?

. Analyze how different peoples from the Third World view the world by studying some of their sayings, beliefs, legends and short stories, art and music. Compare these to some of our own. How are people similar, regardless of cultural background or standard of living?

. Review the characteristics of Third World countries and ask students if any social or cultural groups in our own country could be considered "Third World" (e.g., the Native peoples of Canada). Draw parallels with other aboriginal groups elsewhere (e.g., Australia, Scandinavia). Compare these societies with Third World countries in terms of:

  - meeting their basic needs;
  - social organization;
  - industrialization;
  - standard of living.

. By studying one group (e.g., Canada's Native population), discuss the possible reasons for the existence of Third World societies in the First World. Consider geographical, historical and cultural reasons.

  - On the basis of the discussion, have students suggest and defend in writing a theory to explain this phenomenon.

Conclusion

. Assist students to draw conclusions from their study of this topic. The following are examples of possible conclusions.

  - Third World countries have similar characteristics.
  - People in the Third World meet their basic needs in ways very different from the First or Second Worlds.
  - There are specific challenges facing the Third World (population growth, food production and distribution, stability of governments, relations with the First and Second Worlds).
  - Colonization has contributed to some of the problems of the Third World.
  - The Third World is being affected by the First and Second World nations in areas such as politics, industry, education, the military.
  - Aspects of the Third World are also present in First World countries.

. Hold an international dinner with representative meals from each of the three worlds. Have students research the meals in terms of their caloric values, nutritional values, production methods, etc.

. On a map, chart the countries which presently have nuclear weapons. Identify which are First, Second and Third World. On the same map, chart the countries expected to have nuclear weapons in the near future. Identify which are First, Second and Third World. (Note: the first group will be largely First and Second World countries and the second group largely Third World countries. On the basis of this information, answer the following questions:

  - To what degree does the arms race between the First and Second Worlds lead Third World countries into spending money on arms that possibly should be spent on other forms of development?
  - Due to the amount of money spent on arms instead of development, what are the chances of a Third World nation's achieving First World status?
  - Given the political instability in many Third World countries, what are the chances that their build-up of nuclear weapons may be a vital factor in the event of a global confrontation?

. Invite a speaker who has lived or worked in a Third World country to share his/her perceptions with the class.

Unit Concluding Activity

Note: The following activity attempts to show the disparity that exists on the spaceship earth. It is also an attempt to show that a country in the First World, such as Canada, is rather fortunate when compared to many other countries, in terms of meeting the needs of the people. It is also an attempt to explore what obligations the First and Second Worlds have to the Third World.

The activity causes students to discuss and share their opinions about how adequately they think the countries in each "world" meet some specified needs of the people.

. Using the suggested scale, have each group of students give an evaluation of how adequately they think each "world" meets specific needs of its people. After each evaluation, have the groups give a comment on the reasons for their choice. Each group need not do all the topics.

Question: In general, how adequately are the needs of the people met in the countries of the First World?...Second World?...Third World?

Scale:

1	2	3	4	5
	less than adequate	adequate	more than adequate	

Each group assigns a scale between 1-5 to the sub-items and then gives a reason for their choice. A chart similar to the following (but larger) could be used. The focus should be on the process.

Specified Needs	First World Countries Evaluation/ Comment	Second World Countries Evaluation/ Comment	Third World Countries Evaluation/ Comment
1.0 Survival Needs			
1.1 - food			
1.2 - shelter			
1.3 - clothing			
2.0 Social/Economic Needs			
2.1 - education			
2.2 - health care			
2.3 - general welfare (unemployment insurance, family allowance, pensions, work compensation)			
2.4 - security (police, fire, etc.)			
2.5 - communication (telephone, radio, T.V., mail, newspapers, magazines, etc.)			
2.6 - transportation (road, rail, air, urban)			
2.7 - consumer goods (availability, variety, etc.)			
3.0 Non-Material Needs			
3.1 - recreation			
3.2 - entertainment			
3.3 - music			
3.4 - art			
3.5 - literature			

Specified Needs	First World Countries Evaluation/ Comment	Second World Countries Evaluation/ Comment	Third World Countries Evaluation/ Comment
4.0 Freedoms/Human Rights/Needs 4.1 - freedom of speech and press 4.2 - freedom of movement 4.3 - freedom of religion 4.4 - guaranteed human rights			

. After the chart has been completed, have students answer the following questions:

- What conclusions or generalizations can you make when comparing the three Worlds?
- How would you describe the standard of living in First World countries?...Second World?...Third World countries?
- How would you describe the quality of life in the First World countries?...Second World countries?...Third World countries?
- Who is responsible for ensuring that the needs of the people are met?
- Why are the First and Second World countries able to meet needs more adequately than the Third World countries?
- Which needs do you see as being the most important? How do these compare in the three Worlds?
- What obligations should the First and Second World countries have to the Third World countries? Why?
- What do you think should be done to meet some of the needs in Third World countries, which are now not being met adequately? How?
- Give examples of "third world areas or regions" within the First World. What should be done? How?
- Do you think the needs of people in the Third World countries are less than for people in the First and Second World countries? Why?
- What are the implications for the spaceship earth of the ever-increasing economic needs of the people in the First, Second and Third World countries?
- Which world has the real power on the spaceship earth? Why?

SUGGESTED LEARNING RESOURCES

PREFACE

The learning resources, identified by the Social Studies Materials Selection Committee, have been selected to provide support materials for teachers and students. These resources are not intended to be comprehensive; revisions and additions will be made on an on-going basis.

Where possible, the selections have been matched with particular units. However, they are generally applicable to a specific aspect of each unit, rather than to the unit as a whole.

Some materials can be used at various levels and for different units. Reading comprehension, concept level, and overall format were considered for each grade level.

The learning resources are identified in four categories:

TEACHER RESOURCE

These titles are bibliographical, professional teacher publications, or may provide general informational background for the unit or topic. The reading level would be advanced for the grade level.

STUDENT RESOURCE: GENERAL

These titles provide basic information that may not be contained in the primary text sources. Most students at the grade level should be able to read and comprehend the printed text.

STUDENT RESOURCE: ENRICHMENT

These titles provide additional depth of conceptual and creative content coverage, which may be at a more advanced reading level than the primary source titles. Generally, the title will emphasize an integrated approach.

STUDENT RESOURCE: REMEDIAL

These titles are written as reading levels that should provide remediation in comprehension, conceptual understanding, and skills for children who require study in these areas.

Consult the following titles for additional ideas for resources. These titles have been distributed to all schools; please check your school library or the Department of Education Library.

In Search of Canadian Materials

Published annually since 1977 by the Manitoba Department of Education, this bibliography identifies titles for all subject areas. Annotations and suggested reading levels are included.

Native People: Department of Education Resources Pertaining to Indians, Inuit, and Metis

This is an annotated bibliography of materials located in the Department's library collection. Grade levels are noted next to the annotations (Manitoba Department of Education, 1982).

UNITS I - IV

TEACHER RESOURCES

Wallbank, T. W., et al. History and Life - The World and its People. 2nd ed. Scott, Foresman and Company, 1982. Distributed by Gage Publishing, Canada.

This 768-page hard cover text includes the following units: Civilization Begins; Classical Civilizations; the Worlds of Christendom and Islam; the Worlds of Africa and the Americas; the World of Asia; the Rise of the West; Revolutionary Changes in the West; the World in Upheaval; and the Contemporary World. Included are an atlas of the contemporary world, a glossary and an index.

STUDENT RESOURCES: GENERAL

Marvin, M., et al. The Human Adventure. Addison-Wesley, 1976.

This 486-page hard cover text begins with a section called "What is History?" and is followed by an integrated study of early civilizations, incorporating the social science research techniques learned in the "What is History?" section. Additional units include: Greek and Roman Civilization; Medieval Civilization; Renaissance and Enlightenment Civilization; and Modern Civilization (Machines, European Nations, Empires, and Third World - Geography in History; Famine in the Sahel). A Resource Centre section concludes the text, focusing on the City in History and Political Organization in History. A glossary and index are included.

A Teacher's Edition is also available.

UNIT I: LIFE DURING PREHISTORIC AND EARLY HISTORIC TIMES

TEACHER RESOURCES

Roselle, Daniel. Our Common Heritage: A World History. Ginn & Co., 1981.

The chapters examine the following topics: prehistoric people; the Mesopotamian and Nile River civilizations; the Greek and Roman civilizations; India and China; Christianity and Feudalism; and the Renaissance and Reformation.

Each chapter describes the topic (which is divided into discrete units), and is well-illustrated. Questions are provided every few pages, and the end of the chapter provides topics for discussion, suggested activities for further study, and several questions in which the student is expected to examine the effects on modern society of the topic examined.

STUDENT RESOURCES: GENERAL

Case, S. L. Ancient Egypt. Evans Brothers Ltd., 1975. (Methuen Publication)

This well-illustrated booklet (48 pages) examines aspects of life in ancient Egypt, such as writing, furniture, the Pharaohs and 18 other topics. Student activities involve answering questions, library research and drawing pictures. Many of the activities are simply recopying a drawing or answering literal questions.

--------. Early Man. Evans Brothers Ltd., 1978. (Methuen Publication)

This booklet (48 pages) examines early people up to and including the Iron Age. It includes short sections on evolution and archaeological techniques. Student activities are answering questions, library research and drawing pictures. Many of the activities are simply recopying a line drawing or answering literal questions.

May, Robin. Mysteries of the Pharaohs. In Search of Lost Worlds Series. Owlet Books, 1977. Distributed by Clarke Irwin.

The 45-page book's three units are: (1) The Years of Excavations (King Tutankhamun); (2) Nekhebris Story (from age nine to his death); and (3) After the Pharaohs (covering the decline). All aspects of life in ancient Egypt are covered. The format is in story form, rather than a presentation of facts. Pictures are colourful, clear, and detailed.

Millard, Anne. Peoples of the Past Series - The Egyptians. Macdonald Educational, 1975.

This book deals with selected topics, such as government, religion and farming, using a highly illustrated colour format matched to brief, factual textual material. The glossary, time line and other reference notes relate this topic to a larger curriculum topic.

This book is part of a larger series which includes the Romans, the Greeks, the Aztecs, the Vikings, the Celts, etc. There is a high degree of series consistency, allowing teachers to match materials and topics closely. Each book contains background notes, a time line and glossary as additional references, in order to relate the topic to the curriculum.

Wilson, Derek. Early Africa. Evans Brothers Ltd., 197. (Methuen Publication.)

This booklet (48 pages) examines life in prehistoric sub-Saharan Africa by describing a group of people (such as the Maosai or Azante) and by describing some aspect of life (warfare, dress and decoration). Student activities are answering questions, library research and drawing pictures. Many of these activities are simply recopying a drawing or answering literal questions. Well-illustrated photographs (black and white) and many line drawings are included.

The Adventure of Man. McIntyre Educational Media Ltd., Visual Publications, 1978.

This multi-media series presents a survey of Western civilization up to the Renaissance. The filmstrips range in length from 32-44 frames, and include painting, statues, artifacts, manuscripts, maps and diagrams. A cassette tape and teacher/student handbook accompanies each title, and include background notes, suggested questions, activities, bibliography and script. The materials emphasize an integrated study approach to life in early history. The applicable titles are as follows:

Set Man 1	The Creation
	Gifts of the Gods
Set Man 3	The Land Between the Rivers
Set Man 5	Man the Discoverer
Set Man 12	Everyday Life in Ancient World
Set Man 13	Discovering the Past
Set Man 23	Everyday Life in Medieval Europe

STUDENT RESOURCES: ENRICHMENT

Roselle, Daniel. Our Common Heritage: A World History. Ginn & Co., 1981.

See Annotation Unit 1: Student Resources: General

STUDENT RESOURCES: REMEDIAL

Gibson, Michael. Discovering the Ancient Past. Macdonald Educational Ltd., 1976.

This 189-page book deals with all topics in the curriculum guide at a lower reading level, primarily through the use of illustrations to teach. The written text serves to caption the illustrations.

UNIT II: ANCIENT CIVILIZATIONS

TEACHER RESOURCES

Downton, David, Peavitt, Melvyn, and Nichol, Jon. Evidence: The Romans. Basil Blackwell, 1979. (Oxford University Press.)

This book deals with the theme of historical documentation. Primary sources are translated and used with photographs, maps and illustrations as discussion and activity resources. Questions are provided for each sub-topic.

STUDENT RESOURCES: GENERAL

Case, S. L. Ancient Rome. Evans Brothers Ltd., 1975. (Methuen Publication.)

This booklet (48 pages) examines twenty-one aspects of life in ancient Rome, such as houses, Christianity and the Roman Army. Student activities are answering questions, library research and drawing pictures. Many of the activities are simply recopying a drawing or answering literal questions. Well-illustrated with photographs (black and white) and many line drawings.

Crosher, Judth. Peoples of the Past Series - The Aztecs. Macdonald Educational, 1976.

This book uses both brief, informative textual material as well as highly illustrated format to depict topics in Aztec history such as religion, arts and crafts and warfare. A time line, glossary and background notes serve to relate this topic closely to the curriculum. Part of a larger series.

--------. Peoples of the Past Series - The Greeks. Macdonald Educational, 1974.

This book uses a highly illustrated format of colour drawings, paintings and photographs matched to brief, factual descriptions of a variety of topics in the history of ancient Greece. This book is part of a series.

Roberts, David. Lost City of the Incas. In Search of Lost Worlds Series. Owlet Books, 1977. Distributed by Clarke Irwin.

The book's three units are: (1) Discovery of the Inca Empire; (2) Paucar's story; and, (3) The Conquest of the Incas. The storytelling style makes the book very readable. Numerous colourful, detailed pictures. Hardcover.

Wilson, Robert. The Destruction of Troy. In Search of Lost Worlds Series. Owlet Books, 1977. Distributed by Clarke Irwin.

The book's three units are: (1) Schliemann's excavations (discovery of ruins of Troy); (2) the story of Agamemnon (life of a prince from childhood); (3) The end of Homer's World. The storytelling style is excellent and is supported by colourful, clear, detailed pictures. Hardcover.

Adventure of Man. Section 8, 10, 11, 12. Multi-Media. McIntyre Educational Media, 1978-1981

Code	Name	Frames
8	Great Days in Athens	1. 41 frames
		2. 29 frames
10	Julius Caesar	39 frames
	Founding of the City	38 frames
	Legendary Heroes	35 frames
11	Imperial Rome	41 frames
	A Tour Around the Roman Empire	44 frames
	Roman Britain	43 frames
12	Greek and Roman Farming	44 frames

The materials can be used in a variety of approaches by using the handouts which provide background notes, suggested questions and activities. Good concept development as well as interesting visuals are noted.

STUDENT RESOURCES: ENRICHMENT

Booth, David. Kings of Peru. Inside Communities Series. Fitzhenry and Whiteside, 1972, 1981.

The interesting details presented in this 64-page booklet are followed by thought-provoking questions, some of which require a high degree of abstract thinking. The pictures, maps and sketches enhance the book.

Downton, David, Peavitt, Melvyn, and Nichol, Jon. Evidence: the Romans. Basil Blackwell, 1979. (Oxford University Press.)

This 46-page book presents historical evidence in the form of translated documents, maps, photographs and drawings. The student is required to deal specifically with material that is derived closely from primary evidence. Questions serve to focus each sub-topic in the book.

Titley, Paul. Let's Make History Series: The Ancient World, the Roman World, the Dark Ages, the Middle Ages. Owlet Books, 1978. 31 pages. (Clarke Irwin.)

Each book in this series deals with model construction as a device in learning about history. A topic, such as Stonehenge Monument, includes a description of the monument in both illustration and text and a detailed series of construction diagrams necessary to construct a model. Imagination and creativity are encouraged by the use of this series.

The Adventure of Man: Section Six: Gods and Heroes. McIntyre Educational Media Ltd., 1976, 1979

This audio-visual kit provides clear and well-paced narration. Many details are given for each of the five topics. Each topic has a teacher's guide giving: (1) introductory notes; (2) comments on the source of or story details for each frame; (3) a condensed version of the narrative frame by frame; (4) suggestions for students' work; (5) teaching notes; and, (6) bibliography sections for teachers and students. In addition, a cross-reference is given to other usable filmstrips in the Adventure of Man series.

STUDENT RESOURCES: REMEDIAL

Gibson, Michael. Discovering the Ancient Past. Macdonald Educational Ltd., 1976.

See Annotation Unit I: Student Resources: Remedial

UNIT III: LIFE IN EARLY MODERN EUROPE

TEACHER RESOURCES

Gray, Douglas M., Johnson, Pat, and Parr, John. Medieval Community: Teacher's Guide. Inside Communities Series. Fitzhenry and Whiteside, side, 1977.

The brief, 10-page guide contains additional information on the topics presented in the student text, suggestions on topic presentations, and ideas for possible student follow-up activities.

STUDENT RESOURCES: GENERAL

Gray, Douglas M., Johnson, Pat, and Parr, John. Medieval Community. Inside Communities Series. Fitzhenry and Whiteside, 1975.

This 64-page booklet provides a focus on three of the most important social structures of the medieval world --the manor, the castle, and the church--and their overlapping influence on the economic, political, and spiritual lives of the people. Many of the questions posed on the print, maps, pictures and sketches are open-ended and require sophisticated thinking and/or more background material. Links to a modern form and the students' life run throughout the book. There is no table of contents to aid the reader.

Adventure of Man. Section 13, 14, 15. Multi-Media. McIntyre Educational Media Ltd., 1976-80.

The components in the kit are the following filmstrips/audio tapes/handbooks.

Code	Name	Frames
13	Skills of the Archaeologist	36 frames
	Digging Up History	38 frames
	Evidence in Writing	34 frames
14	The Founder of Christianity	37 frames
	The Growth of Christianity	36 frames
	The Celts	39 frames
15	Charlemagne	36 frames
	Vikings at Home	39 frames
	Vikings Abroad	35 frames
	Normans in Sicily	32 frames

The Adventure of Man--Everyday Life in Medieval Europe--Farming in the Middle Ages. McIntyre Educational Media Ltd., 1978

Multi-media, 40 frames

This filmstrip/audio-tape/booklet kit would be useful at the stated curriculum level/topic. The topic is developed thoroughly and represents an excellent device for instruction with available notes, suggested questions/activities, bibliography and script.

STUDENT RESOURCES: ENRICHMENT

Gelpel, John. Great Adventure of the Vikings. In Search of Lost Worlds Series. Owlet Books, 1977. (Clarke Irwin.)

This 45-page book is composed of a series of stories that deal with topics such as the life of the people, war and conquest and mythology. Each story uses an informal style that serves to introduce the personalities of the time, and to detail the setting of the Vikings. This material would be suitable for research and reference although the topic is not clearly specified at this curriculum level.

Nichol, Jon. Evidence: The Vikings. Basil Blackwell, 1979. (Oxford University Press.)

This 46-page book develops the technique of using historical evidence in the form of translated documents, photographs, and illustrations. Questions serve to focus and direct inquiry.

Titley, Paul. Let's Make History Series: The Ancient World, The Roman World, The Dark Ages, The Middle Ages. Owlet Books, 1978. 31 pages. (Clarke Irwin.)

See Annotation Unit II: Student Resources: Enrichment

UNIT IV: LIFE IN THE MODERN WORLD

TEACHER RESOURCES

Hartley, L. The Russian Revolution. Evans Brothers Ltd., 1980. (Methuen Publications.)

This booklet (48 pages) examines the Russian Revolution, and provides background to the development of this society, as well as some description of how a communist society is organized. Activities are answering literal questions and library research.

Mounir, A. Farah, et al. Global Insights: People and Cultures. Charles E. Merrill, 1980.

--------. Teacher's Guide to Global Insights. Charles E. Merrill, 1980.

This book examines the physical environment, rural and urban life, ethnic diversity, the family unit, social class structure, religious and political thought, economic development, the arts and an historic perspective of both China and Russia (127 pages each). Chapter 10 of Latin America examines Marxist Cuba. The material for each country is divided into chapters. Each chapter contains two introductory questions, followed by a narrative description, a case study (of a person, event or concept) and an exploration, which is designed to put the chapter into perspective. Activities include questions, the case studies and explanations. The Teacher's Guide suggests additional activities and teacher and student resources. The text is well-illustrated, visually appealing and an excellent source of material.

Ralph Lewis, Brenda. Hitler and Nazi Germany. Evans Brothers Ltd., 1979. (Methuen.)

This booklet (48 pages) examines the rise and fall of Hitler. It provides some historical background on a modern society, as well as an example of a challenge facing society, and shows how one society met their needs for government. Activities are answering literal questions and library research activities.

STUDENT RESOURCES: GENERAL

Case, S. L. Modern China. Evans Brothers Ltd., 1980. (Methuen Publications).

This booklet (48 pages) examines the historical relationships between China and the West and the Communist Revolution (pages 8-29), while the rest of the booklet examines contemporary aspects of Chinese society, such as health, industry, and communes. Student activities consist mainly of literal questions and library research.

Hartley, L. The Russian Revolution. Evans Brothers Ltd., 1980. (Methuen Publications.)

See Annotation Unit IV: Teacher Resources

Mounir, A. Farah, et al. Global Insights: People and Cultures. Charles E. Merrill, 1980.

See Annotation Unit IV: Teacher Resources

--------. Teacher's Guide to Global Insights. Charles E. Merrill, 1980.

See Annotation Unit IV: Teacher Resources

Ralph Lewis, Brenda. Hitler and Nazi Germany. Evan Brothers Ltd., 1979. (Methuen.)

See Annotation Unit IV: Teacher Resources